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ABSTRACT

This guide is divided into four main parts. Part 1 explains the meaning for teachers of affective domain and states the purpose of the guide, which is to provide a practical, teachable, measurable, and accessible approach to development of positive social behaviors and attitudes in physical education. Part 2 presents outlines of the basic foundations of positive teacher behavior (e.g., acting as a good role model, providing positive feedback, and empathizing with students). In the third part, goals and objectives are presented, in schematic form, first for grades K-12 in general and then for grades K-6, 7-9, and 10-12. The fourth part, on practical programming, describes a planned approach toward attainment of stated K-12 affective learning goals. The approach is called "The Care Package" for the first letter of each of its elements: communication, action, reinforcement, and evaluation. These four elements are interlinked and structured for use by teachers in accordance with the demands of their respective programs. Activities are outlined for each element. A list of resources and samples of a number of forms conclude the document. (JD)

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Curriculum Support Series

The Affective Domain in Physical Education

3 out of 12 in skill testing... I'm lousy in sports
The teacher's always yelling at me
It's embarrassing to have to perform in front of others
Fitness testing "0"
The teacher only likes the athletes in the class
I'll never change, I'm fat...
"Don't pass there! Kelly can't catch!"

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1989

Manitoba Education and Training

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THE AFFECTIVE DOMAIN IN PHYSICAL EDUCATION

CURRICULUM SUPPORT SERIES

MANITOBA EDUCATION AND TRAINING

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ISBN 0-7711-0792-7

ACKNOWLEDGEMENTS

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Manitoba Education and Training wishes to express its appreciation to Joan Halas of Chief Peguis Junior High School, River East School Division No. 9, for developing this curriculum support document.

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THE AFFECTIVE DOMAIN

When it comes to developing positive attitudes in the gym, THE TEACHER IS THE DIFFERENCE. Affective teachers:

1. Develop a positive, caring attitude toward students.
2. Develop a positive social climate in the gym.
3. Develop a program that emphasizes participation and effort in physical education.

HOW AFFECTIVE ARE YOU?

In the past week, what did you do to make your students feel GOOD about themselves?

In the past week, what might you have done to make your students feel LOUSY about themselves?

In the past week, what did your students do to make you feel GOOD or BAD about yourself?

The AFFECTIVE DOMAIN involves development of attitudes, interests, feelings and values.

Research in the affective domain has shown that...

* Student experiences in the gym are both positive and negative.

* Positive experiences create positive attitudes.

* Positive attitudes toward physical education can result in improved participation, effort, physical fitness and development of sport skills.

* Planned affective or social learning programs (definition of objectives, planned activities, evaluation tools) are needed to ensure that affective objectives are met.

> The rapid decline of fitness levels and steady decline in activity levels beginning in adolescence must be addressed by physical educators in the schools and by community sport-delivery systems. The development of attitudes is more important than the teaching of skills.
>
> CANADA FITNESS REPORT (1983)
> Fitness and Lifestyle in Canada.
> Government of Canada Fitness and Amateur Sport.

Students need to be guided sensitively through their successes and failures in the gym. All students should feel that they are "cared for"...that they as individuals are more important than the skills being taught or the fitness being developed.

TO PARTICIPATE WITH EFFORT IS TO SUCCEED.

PARTICIPATION WITH EFFORT IS THE DESIRED OUTCOME OF
EFFECTIVE AFFECTIVE OR PRO-SOCIAL DEVELOPMENT.

GOOD AFFECTIVE PROGRAMS EMPHASIZE THE DEVELOPMENT
OF POSITIVE PERSONAL ATTRIBUTES
AND POSITIVE SOCIAL INTERACTIONS.

The purpose of this affective domain support series document is to provide a practical, teachable, measurable and accessible approach to development of positive social behaviors and attitudes in physical education. Effective implementation of the affective program should lead our students to greater "participation with effort" and greater enjoyment of physical education.

The ultimate outcome should be attainment of all physical education objectives, including increased development of fitness and sport skills.

TEACHING AFFECTIVELY...RATE YOUR OWN PROGRAM

Place a checkmark beside each phrase that describes your physical education program:

My students:

___ love phys. ed.

___ arrive on time for class.

___ say "hi" to me in the hallway.

___ want to play and participate.

___ smile and laugh when they are in my class.

___ obey rules when I am not watching them.

___ help out (even when they're not asked).

___ take turns willingly.

___ put winning and losing into proper perspective.

___ realistically evalute their own abilities.

___ want to learn.

___ think that phys. ed. is important.

If you have a majority of checkmarks above, you are most likely an effective "affective" teacher. Your students enjoy your class, participate readily and with effort and are developing a positive attitude toward physical activity that will lead them to continued participation in the future.

Unfortunately, and for a variety of reasons, many of our students are developing NEGATIVE attitudes toward physical education . . .

3 out of 12 in skill testing...I'm lousy in sports
The teacher's always yelling at me
It's embarrassing to have to perform in front of others
Fitness testing- "O"
The teacher only likes the athletes in the class
I'll never change, I'm fat...
"Don't pass there! Kelly can't catch!"

BASIC FOUNDATIONS OF AFFECTIVE TEACHING

POSITIVE TEACHER BEHAVIOR

Effective teaching in the affective domain depends upon the teacher. A variety of activities and exercises are offered as a supplement to the regular physical education program. Not all suggested activities will be appropriate for every program. You are invited to read through this supplement and evaluate the validity and practicality of each segment as it pertains to the unique set-up and demands of your school. Remember that the wisdom of your choices is reflected in the quality of learning enjoyed by your students.

BELIEF AND COMMITMENT TO GOALS

You have to understand the affective domain to believe that it is important. If it is important to you, make a commitment to teach more effectively in the affective domain.

Scenario: The "jock image" of physical educators is slowly evolving to a more accurate view of a teacher working in a very important area of the child's education. Good physical educators teach kids, not skills. Ask yourself what type of a physical educator you are. Try this exercise to see how others view you: Organize a staff volleyball game after school one day. Volleyball is one sport that can be enjoyed with minimal previous skill development. Providing the teachers have time to participate, would your colleagues be receptive to playing on your team? If not, why not? Do all of your colleagues feel comfortable in your gymnasium?

Our enjoyment of physical activity is most often a product of our successes and failures in the past. How does it happen that so many adults reflect on their past physical education experiences saying, "I hated phys. ed. because I was lousy in sports." Those same adults could be made to feel totally comfortable participating in your gym, be it as a player or as a coach. If not, take the time to evaluate why they would hesitate to involve themselves. If your program meets the affective, pro-social demands of participation in physical activity, no one will be excluded from participating.

BE A GOOD ROLE MODEL

If you want your students to "try their best" and not fear failure, demonstrate those qualities yourself. We are not infallible as teachers, and trying new things (e.g., this program) is risky. The best way to teach respect is to use respect. The best way to impart an attitude (e.g., concern for others) is to live that attitude. You cannot use sarcasm with students and expect them to speak to others with consideration. You cannot yell at students and expect good verbal behavior when they participate in your class. In some cases, to be a good,

affective teacher, we must first change our own attitudes and behavior before we can expect the same in our students. Setting a good example is the key to positive social development in our students.

Scenario: A teacher gave the students a log book and asked them to evaluate their experiences in physical education. One day, during the class warm-up, two students were not participating. The teacher was about to yell at them in front of the class, but stopped short upon the realization that it was a log-book day. Had they been yelled at, those students would most likely have responded negatively to the question "did anyone do anything to make you feel bad today?" Instead, the teacher walked up to them and quietly got them back on task. No feelings were hurt and the problem was solved.

SHOW YOU CARE

The most effective learning outcomes result from direct, not incidental or implied, teaching. A consistent, clear and positive attitude toward students can have a major impact in reducing the stress of learning new skills and performing in front of others. If you want your students to know you care about them, let them know it. Use the word "care" often.

Scenario: It was late June. After 10 months of hard work trying to motivate a particularly tough class, a tired and frustrated teacher was about to tell a group of four students that it didn't matter what they did because they were going to fail anyway. The teacher called the students over, at which point one of them blurted out, "I love you, 'cause I know you care about me." It may take longer than 10 months for some students to change their participation behavior, but a positive relationship between teacher and student will certainly speed up the process. When students know you care about them, you have more room to make mistakes, to try new methods of motivation and sometimes goof up. And, your students will learn more quickly.

PROVIDE POSITIVE FEEDBACK

Students never complain that teachers are too positive. No matter how poor the group, how uncoordinated the student, how little the potential for improvement, find the positive and build on that in a consistent and frequent manner.

Dr. William Purkey (University of North Carolina) has designed a Blue Card - Orange Card theory. He states that at birth we are given an empty filing system in the brain that accepts only blue cards or orange cards. Blue cards represent every positive experience we ever receive. Orange cards represent every negative experience or failure. For every orange card we receive, it takes twelve blue cards to counter-balance the effect on our self-esteem. Teachers, by their actions and words, distribute thousands of cards to students every day. It takes a lot of blue cards to replace all the orange ones that many students bring with them into your class. But it is possible.

Scenario: Two teachers team-taught a modified class of students with low self esteem. Half way through the year, they consciously made an effort to compliment the class on their social behavior (even though it was quite often suspect). Before they knew it, these students started to believe that they actually were good in the gym. Slowly, they began to live up to all the blue cards they received from the teachers.

EMPATHIZE

The gymnasium can be a threatening space for many students, especially those who are less comfortable with their physical appearance, abilities and self-concept. Teachers must learn to recognize insecurities and remove the defences that so often mask the real reason for an individual's behavior. Always ask yourself, how would you feel if...? And remember, awareness skills can be developed.

Scenario: A grade seven boy, seemingly well-adjusted, wasn't changing for phys. ed. class. It took many weeks of encouragement and a call to the boy's parents to find out that he was afraid to change in front of the other boys. It happened that he had more body hair than normal for his age and was embarrassed to stand out in front of the others.

UNDERSTAND TODAY'S NEEDS

Today's societal pressures have changed the nature of teaching. Teacher have to concern themselves with the demands of the changing family unit, the influence of drugs and alcohol, the increasing disclosure of abuse cases, mainstreaming, the presence of non-English speaking students and so on.

Scenario: How do you tell your students that "hey, this game is great, and its important to learn how to volley the ball because..." when their world is falling apart at home, their parents have split up...?

USE DIFFERENT APPROACHES

To be an effective teacher, it is necessary to try new things. In the past ten years, research has changed the outlook of sport participation. Now, sport psychology receives enormous emphasis in an athlete's training; cooperative games have offered an alternative to competition; lifetime pursuits comprise a major portion of the physical education curricula. Class sizes are often too large, yet teachers must try to individualize learning for each student.

Scenario: In classes of twenty-five students, teachers must try to meet the needs of each individual. How does one teacher respond to the diversity of students in the class? For example: "I hate phys. ed. because I'm lousy at it", "I love phys. ed., but I get so nervous before I compete", "I'm bored", "I don't want to be her partner because she

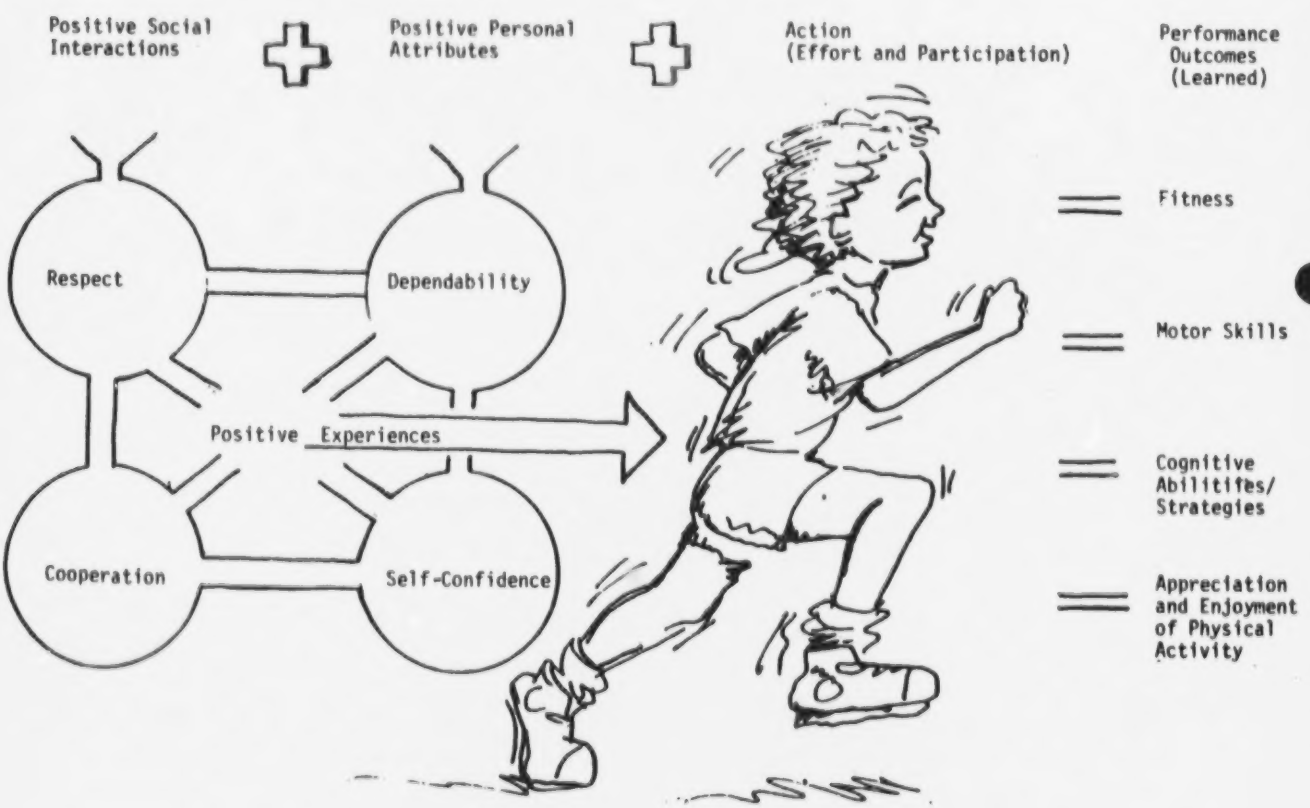
doesn't talk", I don't need to practice", etc. Today's teachers must become a jack-of-all-trades.

In physical education, the teacher has an enormous task to create a positive social climate where positive personal attributes and interpersonal social skills can be developed. This pro-social development must be planned for, not assumed or made incidental.

CONCEPTUAL FRAMEWORK: THE AFFECTIVE DOMAIN

K-12 Learning Goals:

The child/student should demonstrate an increasing ability to develop:



GOALS AND OBJECTIVES

Definition: The affective domain involves the development of positive social interactions and positive personal attributes.

THE K-12 AFFECTIVE LEARNING GOAL IN PHYSICAL EDUCATION

The student should demonstrate an increasing ability to develop positive social interactions and positive personal attributes.

With the development of positive social interactions and personal attributes, the student should demonstrate improved effort and participation in physical education.

Improved effort and participation should lead to attainment of all physical education learning goals, including improved fitness, motor skills, cognitive abilities and strategies and appreciation and enjoyment of physical activity.

SUB-GOALS

The concepts of positive social interactions and positive personal attributes have been broken down into the following sub-goals:

Positive Social Interactions

- Respect -
  - Tolerance of self
  - Tolerance of others
- Cooperation -
  - Class harmony
  - Team harmony

Positive Personal Attributes

- Dependability -
  - Self-control
  - Accountability for actions
- Self-Confidence -
  - Independence
  - Leadership

On the following pages, each sub-goal is defined and further clarified in terms of behavior objectives and observational cues to ensure that affective goals are understandable, teachable and measureable in your own class.

GOALS: K-12 GENERAL SCHEMA

CONCEPTS	DEFINITION	PHYSICAL ACTIVITY PERFORMANCE OUTCOME
I. Positive Social Interactions		
A. RESPECT		INCREASED EFFORT AND PARTICIPATION IN PHYSICAL EDUCATION
1. Tolerance of self	Students understand and are accepting of their own capabilities (physical, mental, social).	
2. Tolerance of others	Students understand and are accepting of the capabilities of others (physical, mental, social).	
B. COOPERATION		
1. Class harmony	Students work together with the teacher toward attainment of shared goals in the gym.	
2. Team/game harmony		
II. Positive Personal Attributes		
A. DEPENDABILITY		INCREASED ENJOYMENT OF THE PHYSICAL EDUCATION CLASS
1. Self-control	Students make conscious decisions regarding their own behavior in the gym.	
2. Accountability for actions	Students realize and accept that the consequences of their actions are a product of their own choices.	
B. SELF-CONFIDENCE		
1. Independence	Student behavior reflects an ability to attempt new skills, risk making errors and learn from their own experiences.	
2. Leadership	Students demonstrate the ability to take on extra responsibility for others in the group.	

K-6 AFFECTIVE LEARNING OBJECTIVES

GOALS	BEHAVIORAL OBJECTIVES	OBSERVATIONAL CUES
I. Positive Social Interactions		
A. RESPECT		
1. Tolerance of self	1. Students evaluate their own abilities realistically.	Verbal: "I'm good"
	2. Students are not afraid to make mistakes.	Participating readily in all activities
	3. Students accept criticisms and compliments.	Smiling, saying thank you when complimented; laughing at mistakes; trying to improve
2. Tolerance of others	1. Students are aware of and accept the abilities of others.	Picking teams without hurting feelings
	2. Students accept others despite individual differences.	Passing the ball to everyone
	3. Students encourage/compliment each other.	Cheering, clapping, "good pass", hugs
	4. Students include everyone.	Smiling, no hugging of the wall
B. COOPERATION		
1. Class harmony	1. Student behavior allows for a good class.	Listening, without disrupting; following directions
	2. Students help out, support others in class.	Volunteering to help out; respecting equipment
2. Team/Game Harmony	1. Students play well with each other.	Sharing equipment, playing time, responsibilities; no arguing, fighting

K-6 AFFECTIVE LEARNING OBJECTIVES

GOALS	BEHAVIORAL OBJECTIVES	OBSERVATIONAL CUES
II. Positive Personal Attributes		
A. DEPENDABILITY		
1. Self-control	1. Students demonstrate an ability to control their emotions.	Few emotional outbursts; calming down when asked
	2. Students follow directions.	Participating, busy, listening, relaxing
	3. Students understand that participation and effort is very important.	Having fun; winning/losing not overly important
2. Accountability for Actions	1. Students understand that their actions affect others.	Sharing the ball so all can learn
	2. Students assume greater responsibility for their success and failure in the gym.	"I'm good", "No, I didn't try hard enough"
	3. Students assume greater responsibility for their behavior (actions & words).	Accepting consequences of their actions; "I'm sorry", "I did it"
B. SELF-CONFIDENCE		
1. Independence	1. Students are able to follow directions/work independently.	Doing what they're told; successful classes
2. Leadership	1. Students take on extra responsibility in class.	Student demonstrators; team captains; taking down, putting up equipment

7-9 AFFECTIVE LEARNING OBJECTIVES

GOALS	BEHAVIORAL OBJECTIVES	OBSERVATIONAL CUES
I. Positive Social Interactions		
A. RESPECT		
1. Tolerance of self	1. Students evaluate their own abilities realistically.	Placing themselves in proper ability groupings when asked
	2. Students are not afraid to make mistakes.	Willing to try new activities
	3. Students accept criticisms and compliments.	Laughing at themselves; saying thank you to compliment
2. Tolerance of others	1. Students understand and accept the abilities of others.	Picking equitable teams
	2. Students accept others despite individual differences.	Decreasing verbal abuse, respecting property of others
	3. Students encourage/compliment each other.	Increasing cheering; high fives
	4. Students include everyone.	No hugging of the wall; equal playing time for all
B. COOPERATION		
1. Class harmony	1. Students' behavior contributes to a good class.	Listening; few disruptions; respecting equipment
	2. Students help out, support others in class.	No difficulty picking teams
2. Team/Game Harmony	1. Students participate fairly.	No arguing with referees; Calling out their own fouls in games
	2. Students demonstrate an ability to share.	Equal playing time; good substitutions
	3. Students participate with effort.	No fooling around; not putting down activities

7-9 AFFECTIVE LEARNING OBJECTIVES

GOALS	BEHAVIORAL OBJECTIVES	OBSERVATIONAL CUES
II. Positive Personal Attributes		
A. DEPENDABILITY		
1. Self-control	1. Students understand the stress involved in the gym.	Keeping hurtful feelings to themselves; It's 'okay' to be nervous
	2. Students follow directions and obey rules.	Working well with indirect supervision
	3. Students put winning and losing into perspective.	Winning with modesty; losing without arguing or complaining; continuing to try when losing
2. Accountability for Actions	1. Students understand that their actions affect others.	Realizing when they fool around, everyone's time is wasted
	2. Students assume responsibility for their behavior.	"I'm sorry!"; resolving conflicts on their own
	3. Students are honest.	"I did it"
B. SELF-CONFIDENCE		
1. Independence	1. Students are able to work on their own.	Seeking help on their own, "can you help"?
	2. Students make individual choices based on their own needs.	Joining extra-curricular clubs and teams; setting personal goals to improve
2. Leadership	1. Students assume greater responsibility in class.	Student demonstrators; lead warm-ups; helping out in class; helping out in extra curricular program;
	2. Students assume greater responsibility outside class.	Referee games; grade 9's help grade 8's, 7's

10-12 AFFECTIVE LEARNING OBJECTIVES

GOALS	BEHAVIORAL OBJECTIVES	OBSERVATIONAL CUES
I. Positive Social Interactions		
A. RESPECT		
1. Tolerance of self	1. Students evaluate their own abilities realistically.	Setting realistic goals (even in weak areas)
	2. Students accept criticisms and compliments.	Trying to improve; saying "thank you"
	3. Students take chances.	Trying new activities
2. Tolerance of others	1. Students accept others despite individual differences.	Individuality is "cool"; choosing leaders according to merit, not popularity
	2. Students encourage each other.	Helping others who have difficulty
	3. Students include each other.	Leaving no one out; offering to expand their group to include others
B. COOPERATION		
1. Class harmony	1. Students' behavior contributes to a good class.	Trying activities they don't like
	2. Students help out, support others in class.	Cheering on good performance (opponents too)
2. Team/Game Harmony	1. Students participate well in all activities.	Taking turns willingly; placing group goals first, ahead of personal desires, e.g., picking "equitable" teams

10-12 AFFECTIVE LEARNING OBJECTIVES

GOALS	BEHAVIORAL OBJECTIVES	OBSERVATIONAL CUES
II. Positive Personal Attributes		
A. DEPENDABILITY		
1. Self-control	1. Students develop awareness of personal responses to stressful gym situations.	"I'm so nervous because..."
	2. Students develop personal strategies regarding their participation in physical activities.	Utilizing sport psychology techniques (anxiety control, relaxation, mental imagery, preparation)
2. Accountability for Actions	1. Students accept full responsibility for their actions.	Resolving conflicts quickly
	2. Students initiate remedies for their actions.	Offering to make-up for any problems in class
B. SELF-CONFIDENCE		
1. Independence	1. Students demonstrate personal initiative to work on their own.	Asking to be evaluated; student-initiated projects; "how am I doing?
	2. Students make personal choices regarding participation in class.	Participating even when their friends do not
2. Leadership	1. Students assume greater responsibility in class.	Helping organize, teach in class
	2. Students assume greater responsibility outside of class.	Volunteering to coach, work in school and community programs

PRACTICAL PROGRAMMING

THE CARE PACKAGE

The CARE Package is a planned approach toward attainment of stated K-12 Affective Learning Goals

C - COMMUNICATION: The communication of aims, objectives, and expectations of social behavior to students in a clear, consistent and frequent manner.

A - ACTION: A series of activities that help students to personalize and practice positive social behavior on a regular basis.

R - REINFORCEMENT: Further program ideas to promote affective objectives in the gym.

E - EVALUATION: An objective student marking system to evaluate participation and effort in class.

The four components of the CARE Package are interlinked and structured for use by teachers in accordance with the demands of their respective programs. Not all activities and suggestions will apply to every situation. The key is to evaluate your own program needs (see K-12 Affective Objectives) and choose your teaching strategies accordingly.

COMMUNICATION

Set Student Goals for Pro-Social Behavior

1. In groups, or working separately, have students write down on paper what other students do to make them feel good or bad about themselves in the gym. (See appendix, p. 41.)
2. From their list, students choose five common positive behaviors (e.g., complimenting, including, helping out) and five common negative behaviors (e.g., laughing at others, cheating, booing). List these behaviors as GROUP GOALS to increase the positive and decrease the negative behaviors. Post this list for common view. (See appendix p. 44.)
3. Remind students that each one of them has a right to enforce these class goals; i.e., to be respected.

GOALS	
Positive	Negative
1. Cheering	1. Teasing
2. Including everyone	2. Cheating
3. Helping out	3. Yelling

4. Optional--Have students list personal goals regarding what each can do to improve the class.

Communicate the Affective Objectives for Your Group

Discuss your own expectations for student behavior and participation in class based on the goals of RESPECT, COOPERATION, DEPENDABILITY and SELF-CONFIDENCE. Re-define SUCCESS for your students, based on affective objectives. Some examples might be:

Risk Taking

Explain to your students that it is very important to try new activities in class. It is often scary to attempt a new skill (e.g., creating a dance routine, doing a shoulder roll on the parallel bars), but if you don't try, you'll never know how good you might become.

Playing Fair

By the time many of your students reach your class, they may have already developed definite attitudes toward "fair play." A student who over-emphasizes the importance of winning needs to be reminded that "just playing" is important too. Having fun and getting "lost" in the

activity is a sign of a successful sport participant. Participation without regard for the rules makes the game "pointless." Often, playing games without keeping "points" can put participation in the forefront and keep winning and losing in proper perspective.

Refer to the list of specific affective objectives to help set standards of personal and interpersonal behavior in your class.

ACTION

On the following pages, a series of 26 activity suggestions based on affective behavior goals are presented. Many teachers have been using these activities for years with much success. Again, you are invited to read through the activities and use any that may help your program. Further ideas may be found by referring to the list of resources at the back of this document. As well, sample activity forms are included in the appendices. Hopefully, you will find some new ideas to ensure that affective teaching is more "planned for" in your program.

ACTIVITY SUGGESTIONS

LEVEL	CONCEPT	ACTIVITY NUMBER
K-3	Respect	1 7 12 16 21 23
	Cooperation	1 4 8 9 16 18 24
	Dependability	2 7 13 15 24
	Self-confidence	4 5 6 7 10 14 19 20 23
4-6	Respect	1 7 11 12 16 17 21 23
	Cooperation	1 2 4 8 9 11 16 17 18 24
	Dependability	2 7 9 13 15 24
	Self-confidence	4 5 6 7 9 10 11 14 19 20 23
7-9	Respect	1 3 9 11 12 17 21 23
	Cooperation	1 2 3 4 8 9 11 17 18 24
	Dependability	2 3 9 11 13 15 22 24 25 26
	Self-confidence	4 6 10 12 14 19 20 23
10-12	Respect	1 3 9 12 17 21 23
	Cooperation	1 2 3 8 9 17 18 24
	Dependability	3 9 11 13 15 22 24 25 26
	Self-confidence	6 10 12 14 19 20 22 23

1. Time-Outs: Stop any activity where conflicts or problems arise or feelings are hurt. Identify the problem, reinforce appropriate behavior(s) according to class program goals, discuss and return to the activity.

2. Game Observation Sheet: Students should become more aware of what helps and hinders the gymnasium environment. Have students watch a game or activity during class. On a record sheet, have them write down any incidence of positive and negative behavior they see occur (e.g., high-fiving, compliments vs booing, sneers). Discuss the results with the class, referring to class program goals. (See appendix for a sample game observation sheet, p. 46.)

Positive Actions & Words	Negative Actions & Words
"nice try"	booing
clapping	sneering "way to go"
high-fiving	swearing
"good hit"	laughing at others
smiling	"don't pass to her"

3. Pro-Social Rules Quiz: Include questions regarding positive social behavior on any written test (e.g., rules quiz, competency test). Social behavior is equally important to the rules of the game, strategies, fitness and skills developed. Test the students on their understanding of these issues. Sample questions may include:
   - what can you do to make this a better class?
   - is it all right to question the referee's calls?
   - is it okay for a coach to yell at a player when he makes a mistake?...a teammate?...a parent?
   - what are three ways to build team harmony?

   Others?

   _____
   _____
   _____
   _____

   (See appendix for a sample quiz, p. 45.)

4. Role Playing Skits: Choose a theme (e.g., including vs excluding/ winning and losing graciously/ passing vs hogging the ball/ yelling or encouraging a teammate/ bragging vs modesty). Students create a scenario and perform in front of the others.

5. Blue Cards: Distribute "blue" cards to every student. Have them "create a compliment" (something positive to say to someone else) and write it on the card. Shuffle the cards and re-distribute to the class.

   Examples of teacher "blue cards" that communicate positive regard:
   - know your students' names
   - smile at them
   - "notice" your students...remark on clothes, haircut, "anything" that recognizes, encourages and builds competence with confidence.

   Others?

   _____

   _____

   _____

   (See appendix for sample blue cards, p. 47.)

6. Student Photos on Display Board: Promote the affective side of the phys. ed. program by depicting a wide range of students "participating with effort" and having fun in phys. ed. Include all students, especially those who will benefit most from the attention.

7. Workbook: "Is the humerus connected to the funny bone?" (written by Al Kinley and Neil Sander, Seven Oaks School Division) is an unpublished student workbook that encourages students to explore their feelings in sport.

8. Cooperative Games: For activities that promote cooperation as an alternative to traditional competitive games, see Terry Orlick's Cooperative Sport and Games Books 1 and 2.

9. Empathic Games: These are a series of activities designed to accommodate physically challenged students and develop awareness of physical handicaps in all students. For example:

   Blindness: Running blindfold with a seeing partner
   Goalball
   Adapted games that allow blindfolded players to participate (students do the adaptations)

   Wheelchair: Basketball, floor-hockey, obstacle courses

   Respiratory: Any activity done while breathing through a straw
   Piggyback run - simulates the difficulty an obese individual experiences

Hearing Impaired: Regular activity but with students ears plugged with cotton; visual cues substituted to aid participation of these students in the game: arms raised to indicate that the referee has blown the whistle to stop play

Poor motor skills: Playing games, practicing skills while using non-dominant hand

Poor self-confidence: Discussion of how a lack of confidence can be a drawback to participation (e.g., not willing to try..., hesitating to hit the ball...or passing without looking). Have students think of examples.

Others: Using crutches, blindfolding one eye, standing on one leg to participate (impaired balance). Ask students for more ideas.

10. Leadership Roles: Use student demonstrators, team captains, lead warm-ups, student referees, peer helpers, older students help teach younger grades.

11. Contracts: Set up student-to-student or student-to-teacher contracts. Students choose the terms of the contract--the behavior they wish to eliminate and the consequences of that behavior until it stops. Whenever the behavior occurs, the follow-up is written on the mutually agreed upon contract signed by both parties. Contracts should be reasonable and reinforced. Shorter, practical time-limits are more effective. At the end of a time period, a successful contract can be torn up (i.e., if the behavior has been stopped) or a new contract can be drawn up. For example:

Contract Terms: I will not fight in class. If I do, I can't participate in class and have to write a book report during phys. ed.

Time frame: October 10-17

Signature:

Successfully completed: (teacher signature)

(See Appendix for a sample contract form, p. 48.)

12. Goal Setting: Students identify present competencies regarding various aspects of the phys. ed. class and set (realistic) short-term, long-term and dream goals. Emphasize that we don't always reach our goals, but we are always worthwhile regardless of our successes and failures.

Physical:

Presently:	I want to run faster. Right now, I'm out of shape.
Short term:	Run on my own 2x/week plus in phys. ed.
Long term:	Run a 7-minute mile; make the 100K club.
Dream:	Win the Division Track and Field Race.

Mental:

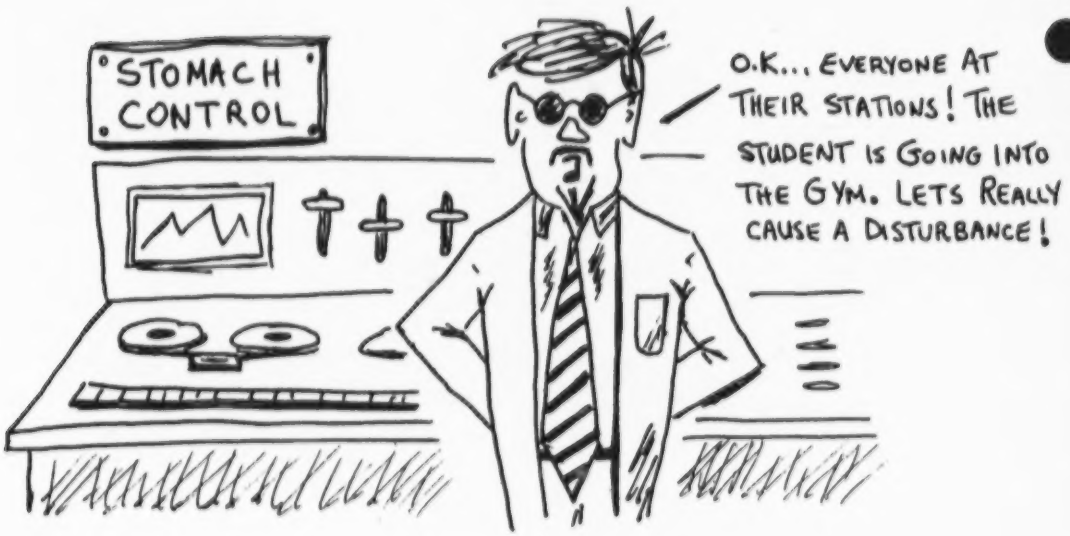
Presently:	I get nervous and distracted when I have to go in front of others.
Short term:	Practice concentrating on my own actions, not everyone else around me.
Long term:	I don't care if anyone watches me.
Dream:	I love to perform when there's an audience.

Social goals:

Presently:	I get mad and yell at my team mates when they make mistakes.
Short term:	I will try to compliment a team mate each day in phys. ed.
Long term:	Be nice.
Dream:	Everyone picks me captain.

(See appendix for a sample goals form, p. 49.)

13. Stress-coping Activities: Identify potential stressors in the gym (e.g., not doing well, performing in front of others, changing for class). Ask students what it feels like when they are nervous (e.g., butterflies in the stomach, dry mouth, sweaty palms). Discuss ways to overcome these stressors (e.g., using walkmans during a warm-up before a class race). Develop a written program and follow up.



14. Mental Imagery: Development of good mental imagery skills ("seeing yourself" participating, reaching goals, competing, etc.) is an integral part of an athlete's overall training program. Learning to "see yourself" while participating in phys. ed. can help overcome stress (e.g., develop positive self-images in activities you're not so good at) and enhance performance (e.g., see yourself winning the race). Good resources for developing this skill at all age levels are currently available from the Coaching Association of Canada.

15. Relaxation Exercises: Quiet music, low lights, muscle contraction and relaxation activities for the body. Use of walkmans and other personal techniques to reduce activation level for competition or performance. Resources for developing relaxation techniques are available through the Coaching Association of Canada.

16. Lost and Found Department: When choosing partners, have students left out go to a designated "lost and found" area (e.g., basketball key area) where they can quickly pick up a new partner.

17. Hockey Draft: When picking teams with captains, the captain gets to pick the players the first few rounds. When half the class is left, the remaining students become "free agents" and can join the team of their choice, provided all teams have an equal number of players after the choices are made.

18. Team Colors: Divide group into equal teams according to the color of clothes the students are wearing. Quickly rearrange teams if an equal number of students are not on each team.

19. Self-Fulfilling Prophesy: "Bluff" your students. Treat them as capable of meeting your standards at all times. Consciously focus on something good that happens in the class, especially in those classes that you hate walking into. (Also, be patient--change takes much time and many positive strokes).

20. Motivators: Protect the student's ego:

- use comparisons with individuals who do well when comparing good performances in "you pass that ball like an all-star..."
- use comparisons with self when comparing poor performances: "I had a hard time learning how to do that too!"

21. Empathy: Approach a student who appears to be sad, upset, etc. Ask how you can help. Leave the door open for him or her to talk to you later if the need is great. Be specific, "come to my office after class if you want to talk about it."

22. Self-Control Strategies: A variety of exercises that help develop better self-control in all aspects of participation in physical activity are now available. Most exercises require the student to reflect upon past experiences in order to better prepare for future situations. Students in class can fill out and practice re-focusing plans, competition/performance evaluation plans, competition/performance reflection plans, commitment sheets etc. These resources are available from the Coaching Association of Canada. (Terry Orlick's Coaches Training Manual: For Psyching for Sport contains many of these forms which can be adapted for classroom use).

23. Catch the Kid Being Good: Verbally reward positive student behavior, bot immediately and later on at appropriate times.

24. Modify Rules: Have students determine alternatives to regular game and activity rules in order to equalize competition, enhance fair play, improve participation:

- everyone plays or your team defaults the game
- limit the amount of serves per person

- lose a point for swearing, arguing, delaying the game
- have the more-skilled players use their non-dominant hand while playing

25. Affective Program Evaluation: Ask your students to identify which physical education objectives are most important in your program. Although we try to emphasize the physical, cognitive and social objectives equally in physical education, our students' perceptions of what we see as important are often quite different than ours.

Which of the following is most important in physical education?

-physical fitness?
-sports skills?
-having fun?
-learning the rules to games?
-trying new skills and activities?
-being active?
-putting effort in class?

These questions can be asked orally, or in the form of a questionnaire. (See appendix for sample questionnaire, p. 50.)

26. Phys. Ed. Journal: Have students keep a journal of their experiences in phys. ed. Encourage them to write about their feelings regarding the activities and events in class. Students can take these journals home with them, and you can collect them weekly. The feedback contained in journals can provide excellent information regarding the student's experiences in your class. Don't forget to respond to the student's comments with anecdotal remarks or suggestions of your own (see appendix for sample journal pages, p. 51).

Sample questions might be:

During today's 12-minute run, what were you thinking about...
1) before the run began?
2) during the run?
3) after the run?

How do you feel about your time?
Did you do your best?

Today was a 1---2---3---4---5---6---7---8---9---10 day
Lousy So-So Great

Why?

REINFORCEMENT

Resolving Conflicts

In the gym, social interaction can be positive or negative. Problems often develop due to:

- the potential of the sporting environment to elicit negative behavior (e.g., cheating, aggressive behavior promoted in games, etc.).
- increased freedom to interact. Often, problems that developed in other areas of the school are dealt with in phys. ed. class, where students have greater opportunity to interact (e.g., fights in the changeroom, arguments during a game).

There are a number of conflict-resolution strategies:

PREVENTION: Develop a positive social climate based on respect.

INTERVENTION: Whenever a lack of respect is demonstrated in any way, students and teachers have the right to stop the activity immediately.

IDEA Approach to Conflict Resolution

The basic premises of the IDEA approach to conflict resolution are:

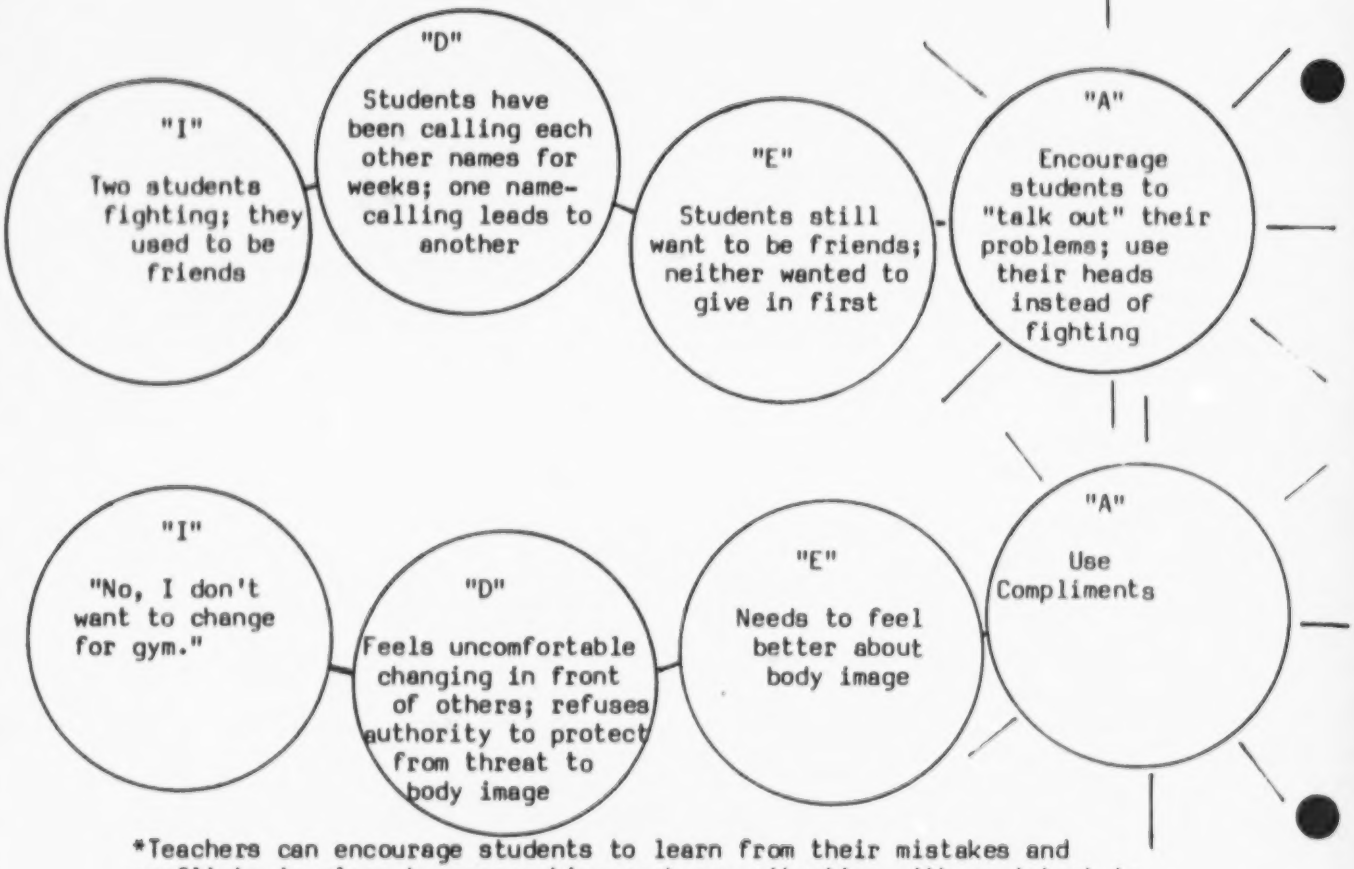
1. It is possible to learn from any experience, negative or positive.
2. Conflicts often arise when individuals try to protect an insecurity, fear or need.
3. When the individual attempts to resolve the problem with an intent to learn (as opposed to an intent to protect), many negative experiences can be resolved.

IDENTIFY the problem: What happened? Get details. Watch what is happening in class so you can catch the conflict (e.g., the fight) at the earliest moment.

DETERMINE the reason for the problem: Why is there a problem? Who is responsible? Are there protections involved?

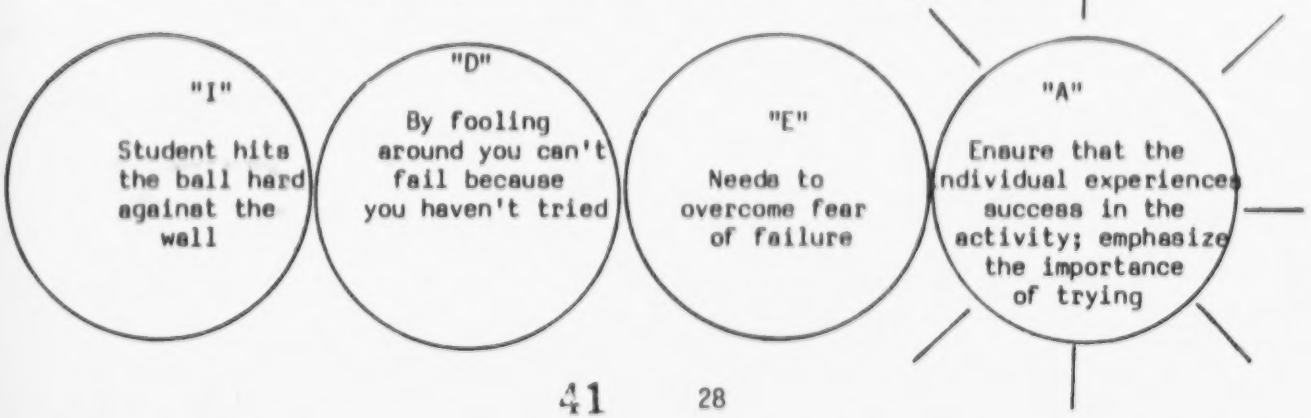
ELIMINATE the threat: How can the problem be resolved? Is there a reasonable explanation why the involved parties acted as they did? Can a suitable alternative or compromise to the situation be agreed upon?

ATTEMPT to generalize to the future: Is the problem resolved? What can be done to avoid similar situations in the future?

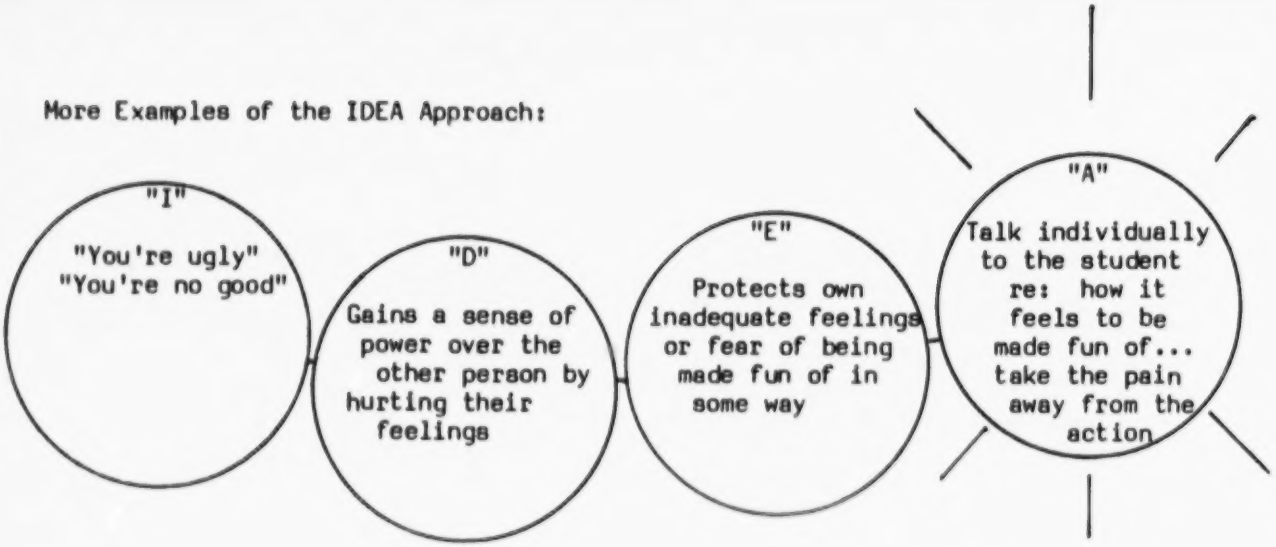

"I"
Two students fighting; they used to be friends
"D"
Students have been calling each other names for weeks; one name-calling leads to another
"E"
Students still want to be friends; neither wanted to give in first
"A"
Encourage students to "talk out" their problems; use their heads instead of fighting
"I"
"No, I don't want to change for gym."
"D"
Feels uncomfortable changing in front of others; refuses authority to protect from threat to body image
"E"
Needs to feel better about body image
"A"
Use Compliments

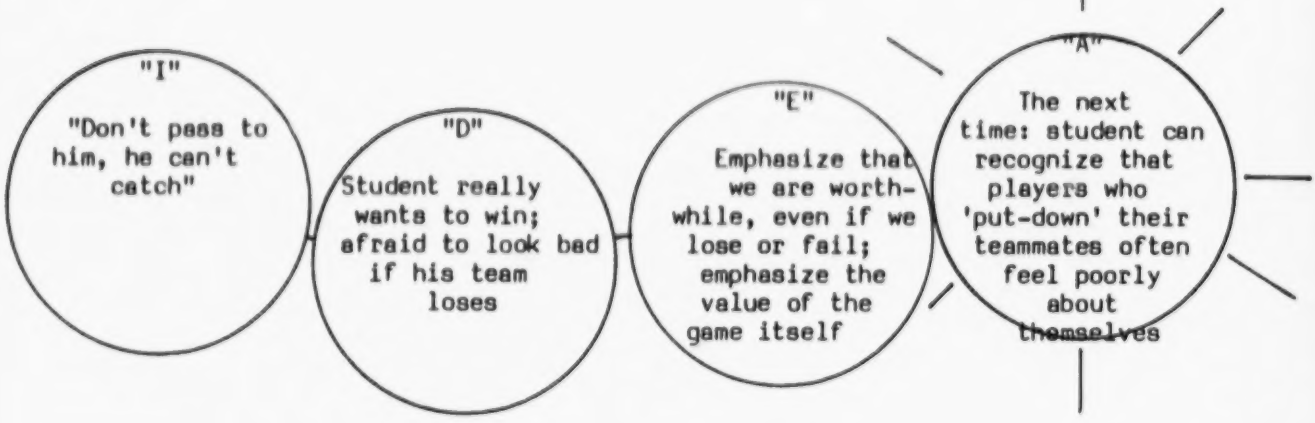
*Teachers can encourage students to learn from their mistakes and conflicts in class by approaching each new situation with an intent to learn from it. Ask the student questions. Admit your own uncertainty as to why the student is behaving in a certain manner. By doing so, the student may be encouraged in this less threatening way to understand himself.

So often, we deal with the action, prescribe the consequence, and leave the situation to unfold again because the protection continues to exist. Identifying an existing insecurity, fear or need can be the first step in accepting it, and eventually overcoming it. It is imposaible to build competence with confidence if the weakness is not identified. Most conflicts in class allow just that--the identification of a weakness in the student that may be overcome with positive steps.

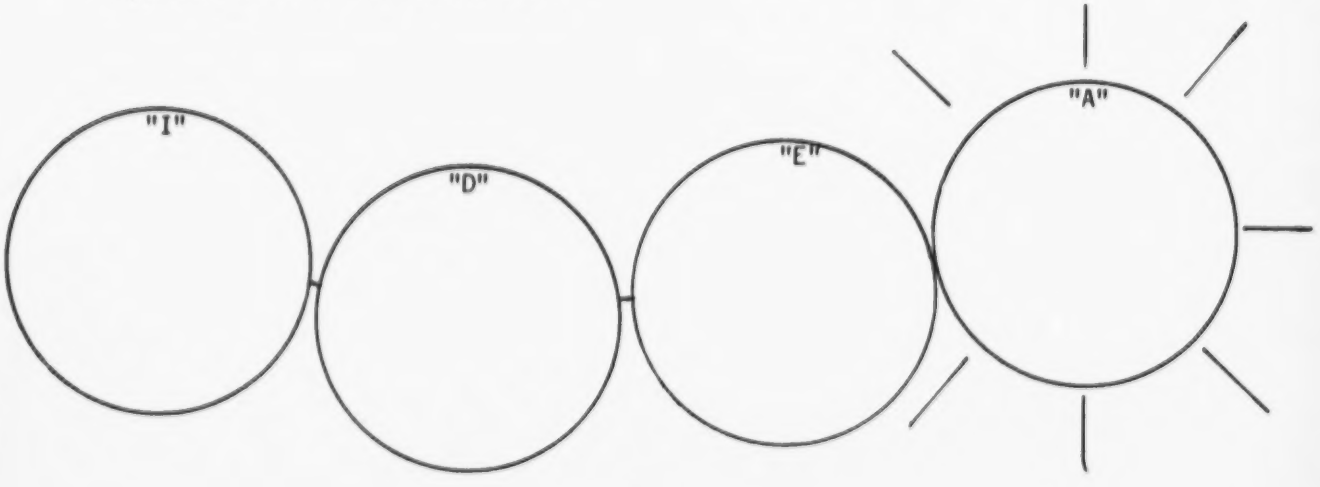

"I"
Student hits the ball hard against the wall
"D"
By fooling around you can't fail because you haven't tried
"E"
Needs to overcome fear of failure
"A"
Ensure that the individual experiences success in the activity; emphasize the importance of trying

More Examples of the IDEA Approach:


"I"
"You're ugly"
"You're no good"
"D"
Gains a sense of power over the other person by hurting their feelings
"E"
Protects own inadequate feelings or fear of being made fun of in some way
"A"
Talk individually to the student re: how it feels to be made fun of... take the pain away from the action


"I"
"Don't pass to him, he can't catch"
"D"
Student really wants to win; afraid to look bad if his team loses
"E"
Emphasize that we are worth-while, even if we lose or fail; emphasize the value of the game itself
"A"
The next time: student can recognize that players who 'put-down' their teammates often feel poorly about themselves

Think of a conflict that took place in your class, and apply the IDEA Approach toward its resolution:



Recognize Protections in the Gym

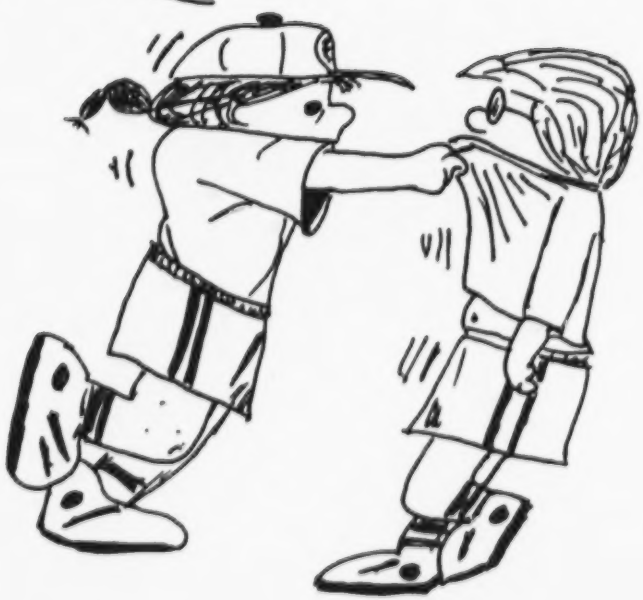
Common Protections in the Gym

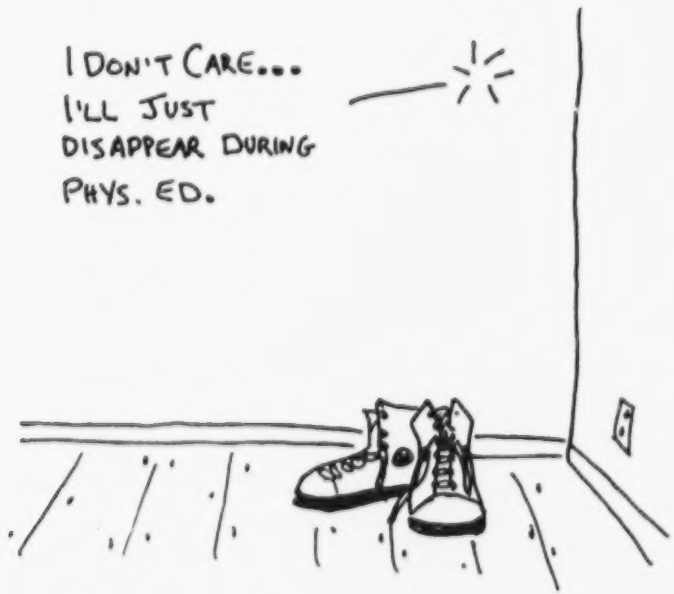
Insecurity	(Overt) Behavior Signals	Resolution
Fear of Failure	"I don't care"/Fools around Doesn't try	Positive Reinforcement Show you care
Poor Body Image	Hates changing/Wears jeans (never sweats or shorts)/ Hat on head (especially after haircut/Heavy jacket over gym clothes	Compliment physical appearance/Slowly remove irrational beliefs regarding appearance and remove jackets, hats
Fear of Losing	Aggressive nature/Rude to classmates/"I don't want him on my team"	Communicate proper emphasis on winning & losing/Stress participation vs outcome/Change expectations
Low Self-Esteem (Sports)	Hides against the wall/ Avoids participating/ Doesn't substitute into the activity	Positive reinforcement (work 1 to 1; peer reinforcement)
Low Self-Esteem (General)	Rude to others (cruel)/ Aggressive/Needs attention/ Disrupts/Self-centered/ Lack of consideration for others/When placed with others..."I want to go first," "its my turn"	Non-acceptable behavior, yet accept the individual/Focus attention positively/Encourage peer support/Build up the individual while promoting cooperative behavior

Recognize the individual, define the insecurity, and slowly work to remove the irrational fear or self-belief. Most often, insecurities are irrational. Teachers must attempt to increase the student's capability to overcome the insecurity.

The key is to BUILD COMPETENCE WITH CONFIDENCE!

THEY'LL NEVER RECOGNIZE ME IN HERE...


I WANNA GO FIRST!


I DON'T CARE... I'LL JUST DISAPPEAR DURING PHYS. ED.

Respond to Special Concerns Affecting Physical Education

Utilize Support Services Within the School

Good communication between the physical education department and other areas of the school is essential to meeting the needs of all students in your class.

Suggestions to improve communication:

1. Meet on a regular basis with the Guidance Department in your school to discuss any concerns regarding individual students in your class (e.g., health concerns, incidents of unusual or unexpected behavior, identification of personal concerns that may affect the student's participation in school).

2. Establish a system to report any new concerns regarding individual students to the home room teacher(s), administration and/or parents.

3. Maintain informal communication on an on-going basis to improve identification of potential concerns that can be shared by the different areas of the school.

Clubs - Intramurals - Interscholastics

Establish an extra-curricular program that will provide physical activity opportunities to all students at all levels of participation.

Interscholastics provide limited participation opportunities (10 - 20% of the school population). Intramurals provide a competitive outlet to a greater percentage of the school population. Clubs (both competitive and non-competitive) offer physical activity opportunities to all students based on student interest. No one is excluded.

The following is a list of club activities offered at Chief Peguis Junior High School in one year:

Aerobics...lunch on Mon., Wed., and Friday, fall and winter
Badminton...morning, lunch & after school, spring
Basketball club...mornings, Mon.-Thurs., during winter
Curling...after school on Fridays
Downhill ski club...two-day trips, winter
Gymnastics...lunch hours, during winter
Hockey...lunch on Tuesday, Friday
Jazz dance...lunch hours, during the fall and winter
Outdoors Club...lunch hours prior to trips (fall hiking, winter x-country skiing, spring biking, spring canoeing)
Run club...mornings, Mon-Fri.
Swim club...mornings, Tues. & Thurs., fall and spring
Table tennis...lunch hours, spring
Volleyball...lunch hours for grades 7, 8 & 9, fall
Volleyball club...mornings, Mon-Thurs., during the fall
Weight training...lunch hours, Mon., Wed. & Fri.

Promoting Your Program "Affectively"

It is important that your entire school staff feel welcome and comfortable in the gym. Many of your colleagues may be products of past negative experiences in physical education. These teachers may consciously or unconsciously communicate this negativism to students. If they disliked phys. ed., they may still be disinterested or threatened and will be less inclined to participate in or promote your program. Emphasize PARTICIPATION & EFFORT and your staff support will increase.

Suggestions to improve staff involvement:

1. Coaches Party/Recognition Night: Show your appreciation for the support you have received. Barbeques are a good idea and can be organized with minimal preparation and expense overall. At the party itself, thank the coaches individually and as a group. Hand out positive anecdotal awards--something notable that the individual accomplished while participating in your program. And, always have a blank sign up sheet for next year's clubs and teams. If they're having fun, chances are they'll commit themselves to another year.

2. Organize a staff volleyball game for FUN, or aerobics, for FUN.

3. Thank your coaches over the public address system, at staff meetings or in newsletters that go home to the parents.

4. Display photos of your volunteer coaches in action with their students. Parent-teacher nights offer great opportunities to display your program and promote the teachers who are involved in them. (A good picture display might bring more parents down to the gym as well.)

...for the Club and Team Coaches
"Recognition BAR B.Q"
Date: THURSDAY
June 23
Time:
6 o'clock
Place:
Glen Anderson's
(SEE MAP SUPPLIED)
Rules of the BAR B.Q.
bring a lawn chair
Food and Beverage will be provided
You've got to be happy with this!!!!
In Appreciation of all those who helped run physical education programs at CHIEF PEGUIS!
R.S.V.P. as soon as possible
(WE HAVE TO KNOW HOW MANY pretzels to order)

EVALUATION: AN OBJECTIVE STUDENT MARKING SYSTEM

Physical education program objectives: PARTICIPATION & EFFORT

The students begin each term with a mark of 100%. This is their mark to keep, provided they participate with effort in every class. Each time they do not participate with effort, they lose 5% of their present mark. However, they are given the opportunity to "work back" this 5% by arranging to do extra work on their own. Specific grading is as follows:

- Every class, students receive a 5% participation and effort mark. For management reasons, this mark is only recorded if students fail to participate with effort. Otherwise, they maintain their present mark (100%).

- On a given day, students may choose not to participate in phys. ed. (due to illness, injury, personal reasons) knowing that they will not keep their 5% participation mark (their mark will drop from 100% to 95%). They may arrange to work back the 5 marks that they have lost.

- Students who misbehave (any action deemed unacceptable, especially when it affects the rights of others in the class) lose 5% of their present mark. Again, they have the option to make up their mark with extra work.

- All testing (written, physical skills, physical fitness, etc.) is based on a pass/fail criterion. Students have the option to re-write or re-do any test. Failure on a test is worth 10% and reflects a lack of effort or participation.

- On skill testing, half the allotted mark is attained by attempting the skill (i.e., by attempting to do the skill itself, the student passes). The second half of the grade measures student performance in relation to a particular standard. Although this mark is recorded (e.g., 8 out of 10...5 out of 5 for participating, 3 out of 5 as a performance mark), it is for the student's information only. The overall mark is only affected by a failure to participate.

- Failure to change for a class is regarded as a lack of effort toward preparing for, and participating in, class (it is similar to attending math class without a pen or pencil). Students lose 5 marks for every day they do not change for class. They do not have the option to make these marks up. (Usually, parents are contacted by letter or phone on the third occasion that the student does not change).

- Absence from class is recorded. The grade is only affected if a test or assignment has been missed. Students can make up this mark by completing the missed work.

It is important to advise students immediately if their mark has been affected due to their participation or effort in class. Perception of effort is subjective. However, an objective observation of effort is reliable when clear expectations are communicated to students. This system actually offers a very objective account of the student's progress.

Make-up Work

Students who lose effort or participation marks can "work back" their lost marks. This might entail a run with the morning jogging club, specific help in the area of class instruction they may have missed (e.g., gymnastics club at lunch), or another mutually agreed upon form of make-up work (e.g., a run after school--5 minutes for 5 marks). Students may only make up 5 marks at a time. If they need to make up 20 marks, then they have to come in on their own on four separate occasions. When students put in their own time, they may gain a sense of responsibility. The become more accountable for their improved mark.

Sample attendance and marking sheet:

Class 71

									Gymnastics Routine		Term Mark
Ron	E 9:11	E 9:24	NP 9:24	A 9:25	E 9:29	NP 10:1			6		80%
Karen	A 9:11								10		100
Fran	A 9:9	9:4	NP 9:4						8		96
Joe									5		100

A = absent
E = poor effort
U = not changed

NP = no participation
X = make-up work completed

Advantages

1. Recording of marks is easily managed.
2. Breakdown of the marks is clear and concise and provides reliable information should students or parents wish to know the reason for a mark.
3. This system allows for individual difference with regard to interest and ability.
4. Students are encouraged to "try their best" and strive for excellence. Quality of performance is verbally reinforced through teacher feedback (recognize extra effort or exceptional performances), and motivation to succeed becomes more intrinsic than extrinsic as the motivator becomes a mark based on participation rather than performance.

5. Of special value is the extra time that teachers and students may spend together outside of class time. This extra effort on the part of the teacher to encourage students to get involved outside of regular class hours can be rewarding. Quality time is spent with students who may need the extra attention. And it occurs more often than not that students continue participation beyond making up for extra marks.

Note: This marking system has been in use for over 15 years at Chief Peguis Junior High in Winnipeg, It has been very effective in evaluating a student's progress in relation to the physical education program objectives of effort and participation.

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K1B 5N4

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APPENDICES

APPENDIX A

COMMUNICATION: Student Goals for Pro-Social Behavior

Respond to the following, giving as many specific examples as possible...

It makes me feed BAD in physical education when the other kids:

It makes me feel GOOD in physical education when the other kids:

COMMUNICATION: Sample Student Responses

It makes me feel GOOD in physical education when the other kids:

-compliment me when I do well in competition
-help me
-congratulate me when I won
-play with me
-see others do well
-improve their goals
-become better at an activity
-try even if they don't like it
-say, "gee, you're really good at that"
-tell someone they did something well
-make sure that everyone has a partner or friend
-stick up for someone else
-cheer me and others on
-accept me as part of a group
-pick me at the start for teams
-ask me to join a game
-encourage someone who can't do something
-work together with me
-perform in such a way that we all come out even
-are at about the same physical stage
-don't bug me
-cooperate
-have fun
-defend someone who's being picked on
-learn from things I do
-do better than I do so I have a goal to do better
-ask me to do it
-ask me how to do it
-are impressed when I do something well
-don't boo when I get picked for a team

COMMUNICATION: Sample Student Responses

It makes me feel BAD in physical education when the other kids:

-don't bother with me
-laugh at me
-pick on me
-don't even try an activity
-tell me I did something wrong that I know I did wrong
-say "you can't do it"
-get higher scores than I do and rub it in
-tease me about my size
-do nothing when they see someone left out
-watch me and only pick out the bad things, not the good ones
-don't try to have fun
-avoid me
-hit me where it hurts
-leave me out of games
-don't encourage me
-pressure me to do something
-put someone down or laugh at the way that person does something
-don't understand what it feels like when your team loses
-don't throw the ball to me
-show off
-laugh at a kid who can't do something
-do stupid things
-start a fight
-laugh at my shorts
-brag about how good they are
-want to pinch hit
-laugh at someone else when they don't even participate themselves
-don't give me a chance to participate in games that I haven't played before
-expect too much from me and the teacher does too
-make fun of me for screwing up
-get mad when I miss the ball
-mock me after I have lost
-call people names that <u>really</u> hurt

COMMUNICATION: Group Goals

Looking back at your examples of social behavior in the gym, write down some specific behavior goals that you can work on as a group and as an individual in your physical education classes this term.

GROUP

CONSIDERATE	NON-CONSIDERATE
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

INDIVIDUAL

CONSIDERATE	NON-CONSIDERATE
1.	1.
2.	2.

Pro-Social Rules Quiz

Write in the correct answer (true or false) beside each question below.

T/F

_____ Self-respect and respect for others is a major objective in the gym.

_____ It is okay to hurt someone's feelings if that person hurts yours first.

_____ Winning is more important than doing your best.

_____ Some people get scared when they have to perform in front of others.

_____ Encouraging a teammate will not help him or her to do better.

_____ It is okay to put down a teammate if he makes a mistake.

_____ It is okay to argue with the referee if he makes a mistake.

_____ Putting effort into class includes being prepared with gym clothes.

_____ It is important to try new skills in class.

_____ A good team player passes to everyone, even the weaker players.

Define sportsmanship:

_____

_____

_____

_____

What are three qualities of a good team player?

1. _____

2. _____

3. _____

What are three things you can do to make this a better class?

1. _____

2. _____

3. _____

APPENDIX B

GAME OBSERVATION SHEET

Observation Exercises

Type of Activity: _____Competitive _____Skill Development
_____Cooperative _____Recreational
_____Individual

While watching an activity, write down the actions or responses of others that made the participants feel good or bad about themselves.

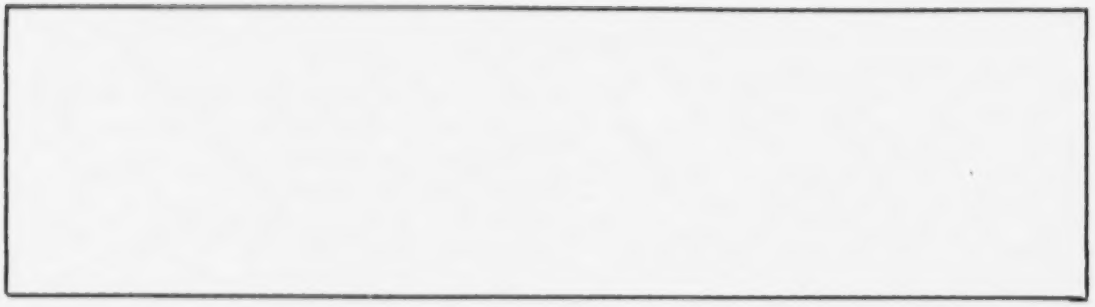
Positive "FEEL GOOD" Actions (and words)	Negative "FEEL BAD" Actions (and words)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

WORDS	WORDS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

A. From what you have observed, what have you learned about how others can affect our feelings?

B. To help everyone feel better in physical education, what would you suggest doing?

BLUE CARDS



Cut out and distribute to students. Students write down something positive on the card. Cards are then passed out to different students.

Sample "compliments":

I like your (hair, clothes, face, name, laugh...)
You're a good (player, sport, teammate, friend...)
You (run fast, throw hard, catch well, pass to everyone...)
I want to be your (partner, teammate, friend...)
I like the way you (include everyone, share...)

CONTRACT

CONTRACT TERMS:

TIME FRAME:

SIGNATURE _____
(Student Signature)

SUCCESSFULLY COMPLETED: _____
(Teacher Signature)

GOALS FORM

Personal Goals in Phys. Ed.

Determine your present strengths and weaknesses in a given area.

Presently

What is one thing you would like to do in each phys. ed. class?

Short-Term Goal

What is one thing you would like to accomplish this year (based on your present capabilities, your potential to improve, and your current motivation)?

Long-Term Goal

What is a long-term goal if you push all your limits?

Dream Goal

PHYSICAL EDUCATION PROGRAM EVALUATION

Grade _____ Male _____ Female _____

Place a check beside any of the following activities you participate in:

Club _____

Intramural _____

Community Activities _____

What do you think you get out of phys. ed? Rank from 1 to 8, most to least.

Trying new things _____

Learning rules of games _____

Physical fitness _____

Learning respect for others _____

Physical skills _____

Self-respect _____

Making friends _____

Fun _____

Other _____

What do you think the teachers are trying to promote? Rank from most to least.

Trying new things _____

Learning rules of games _____

Physical fitness _____

Learning to respect others _____

Physical skills _____

Self-respect _____

Making friends _____

Fun _____

Other _____

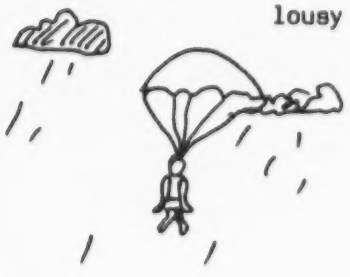
Do you enjoy coming to phys. ed? Why or why not?

Comments:

PHYS. ED. JOURNAL ENTRIES

Today was a 1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 day

lousy so-so great



PHYS. ED. JOURNAL ENTRIES

In class today, have you:

_____ encouraged a friend? How often _____?

_____ been patient with someone else's actions?

_____ gone out of your way to help someone?

_____ been frustrated with someone else's actions?

_____ worried about making a mistake in doing a skill or playing a game?

_____ listened closely to someone else's feelings?

Today was a 1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 day

Why?

lousy

so-so

great